

KENTUCKY ADULT EDUCATION FREQUENTLY ASKED QUESTIONS

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Assessment

Q: Which assessments are covered under the policy that requires a minimum number of hours of instruction?

A: Any subsequent administration of the enrollment assessment (TABE, BEST, CASAS, WorkKeys) is subject to this policy, regardless of terminology – post-testing, interim testing, retesting, progress testing, etc. Programs should not rely exclusively on these assessments to gauge progress. Other tools, such as teacher-made tests, workbook tests and homework assignments, can help assess progress and inform instruction.

Q: May I accept test scores from another agency?

A: To properly document eligibility and ensure placement in the proper NRS level, assessment scores may be accepted only from a KYAE-contracted program or partner.

Q: Can I enroll a student based on the Spanish TABE?

A: No. The Spanish TABE is not an approved assessment for placement into an educational functioning level. KYAE services must be provided in the English language. See [KYAE Policy and Procedure Manual](#), p. 4.

Q. What is the policy on using the TABE locator?

A. KYAE supports using the Locator as a best practice for determining the level of TABE that best targets the student's skill level. The Locator along with the professional judgment of the instructor should be used in order to administer the appropriate TABE assessment. See [KYAE Policy and Procedure Manual](#), p. 13.

Q. When is it acceptable to not use the TABE locator?

A. There are three scenarios:

1. When a student has already been served in adult education and TABE scores are in the AERIN system.
2. When a student has another assessment score that strongly suggests a TABE level.
3. When the student is being assessed for a requirement of an agency, employer or college/university in which a certain score on certain level must be attained. For example, ABC Corporation requires a 10.0 in reading on the D level TABE before being considered for employment.

Q: Another county program enrolled and separated a student using a TABE test. If the student enrolls in my program, do I have to administer a TABE test?

A: No. Use the TABE test that is already in AERIN.

Q: When giving the TABE for enrollment, can I give just a section or do I have to give the full battery (reading, math, language)?

A: NRS guidelines require only one section of the TABE for enrollment purposes, i.e. math. However, if providers choose math, both the computation and applied sections must be given and averaged using the table in the "norms" book to get an accurate functioning level.

NOTE: The assessment should reflect the goals of the student. If the student needs work in all areas in order to meet goals, then the entire battery should be given to properly plan instruction and get a true functioning level.

Q: Can WorkKeys be used as an enrollment assessment?

A: Yes. The process for using WorkKeys as an enrollment assessment is in the [KYAE Policy and Procedure Manual](#), p. 14-15.

Q: Can a person take the paraeducator assessment more than three times?

A: The following is an excerpt from the [Kentucky Department of Education Web site](#): "The test-taker must correctly answer 28 out of 40 questions to pass the KPA. If a test-taker does not pass the KPA, she or he may retake the entire assessment 2 additional times (for a total of 3). There may be reasons for which a district makes an exception and allows

the test-taker to take the test more than 3 times. The reason must be documented at the local level. The district or center may provide additional training for test-takers that do not pass the KPA." More information about paraeducator assessments is available at the link above.

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Corrections

Q: Can I use core service grant funding to provide adult education services to inmates?

A: Beginning in 2007-08, corrections education funding is integrated into the core services grant; therefore, corrections education students will count toward the county's enrollment goal. There is no separate corrections education goal. Corrections education students count toward Program Performance Funding and Student Performance Funding.

Q: How does KYAE track the amount spent on corrections education so that the state does not exceed the federal maximum spent on corrections?

A: Corrections expenditures are reported as a line item on invoices to KYAE.

Q: Do adult education instructors in the state correctional facilities follow the same policies as county adult education instructors?

A: Yes. The Kentucky Department of Corrections requires state correctional adult education instructors to follow the policies and requirements of Kentucky Adult Education.

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Distance Learning

Q: My staff needs to attend a PLATO or WIN training. Will additional sessions be scheduled this year?

A: Additional PLATO and WIN training dates are added to the calendar in [PDtrack](#). More sessions will be arranged as Web conferences to accommodate adult educators across the state. The format will include an online guided tour of PLATO or WIN followed by an independent practice assignment. Please contact Erika Larson at (502) 573-5114, ext.104, or Erika.Larson@ky.gov for more information.

Q: I registered my student in PLATO but he/she can't access the product. What else do I need to do?

A: As of September 2006, all online students need to be entered in AERIN before gaining access to PLATO, WIN or LiteracyLink. If you haven't yet entered student data, the student is placed in a pending status. After you have added student information and TABE scores and set a goal in AERIN, the student's status in ANGEL will be updated to 'enrolled.' He or she will then be able to access assignments in PLATO.

Q: The county contacts form sent out by KYAE asks for a name to be associated with PLATO, WIN and LiteracyLink. Who should be listed and why?

A: The PLATO, WIN and LiteracyLink contacts must be a trained instructor. Providers are considered trained if they attended one of the KYAE face-to-face sessions. The training could have occurred at your center or at a regional location. Also, the individual listed should be familiar enough with the product to teach with the curriculum. He or she should be interested in working with students studying online. Occasionally, e-mail updates are sent to the PLATO, WIN and LiteracyLink county contacts. The messages contain product information that needs to be shared with other trained instructors in your county.

Q: What new content has been added to PLATO?

A: PLATO has created new content for math, science and writing that is available to KAYE instructors and students. The old math curriculum has been replaced by Foundational Math. It focuses on numbers and operations, including fractions, decimals and some geometry and measurement. New science content includes upgrades to biology and chemistry as well as earth, space and physical science. The PLATO writing path incorporates new material on the use of graphic organizers, formulating research questions and providing effective peer reviews. The new content is also more interactive, includes better graphics and is more engaging for students.

Q: What new content has been added to WIN?

A: WIN has added Contexted Modules to the program. The contexted modules provide extra practice questions linked to specific career fields, such as education, manufacturing and biotechnology. Additional questions have been written to prepare students for all areas of WorkKeys testing: Applied Math, Reading for Information and Locating Information. The WIN upgrade requires use of the Authorware 2004 Player, which is available by downloading the plug-ins.

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Enrollment Goals

Q: What is the basis for determining county enrollment goals?

A: Beginning in 2007-08, KYAE adopted U.S. Census data as the basis for determining county enrollment goals and core services grant. Specifically, KYAE will use 2000 U.S. Census county-level data, 18 years and older without a high school credential data set. The population of 18 years and older will be used because most 16 and 17 year olds are or should be in high school.

Q: May my program continue to serve 16 and 17 year olds?

A: Yes.

Q: KYAE previously used the literacy survey for determining enrollment goals. Why are census data now being used?

A: Several reasons:

- Census data have a high degree of credibility and are the basis for many government programs.
- Census data are regularly updated with no cost to KYAE.
- The data are valid at national, state and county levels.
- The data are comparable across the state and nation.
- Census data are comparable across years; therefore, tracking progress is possible.

Q: Which enrollments count toward meeting the county enrollment goal?

A:

- Students assessed and enrolled in adult literacy, adult basic education, GED preparation/adult secondary education, family literacy, English as a second language, workplace education funded through the core services grant, and corrections education count toward the county's enrollment goal.
- A student whose only service is taking the OPT counts toward the county's enrollment. The student must pass all five parts to be a countable enrollment.
- A student receiving targeted instruction and taking the Kentucky Paraeducator Assessment counts toward the county's enrollment.

Q: Does a student who takes the Spanish OPT count toward a county's enrollment goal?

A: A student who only takes the OPT (this student doesn't have instructional hours) counts as an enrollment when all five parts of the test are passed. This applies to students taking the OPT in English, French or Spanish.

Q: Which enrollments do not count?

A:

- Students enrolled in Workforce Alliance-funded projects do not count toward the county's enrollment goal.
- Students who are "workplace assessment only" do not count toward the county's enrollment goal. Workplace assessments may be provided through Workforce Alliance.

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Family Literacy

Q: Is family literacy a required service?

A: Beginning in the 2007-08 fiscal year, family literacy is an optional service, and family literacy funds are integrated in the core services grant.

Q: If my program continues family literacy, what is my family literacy enrollment goal?

A: Family literacy does not have a separate enrollment goal. Each family literacy student counts toward the county's enrollment goal.

Q: Can my county offer only the parenting portion of family literacy.

A: No. Stand-alone parenting programs are not allowable. Family literacy programs must be based on a four-component model – adult education, PACT, parenting and children's education. The child education component is to be provided by other local educational agencies. KYAE funds may be used to provide the other three components.

Q: What are the expectations for student participation?

A: In addition to participating in adult education, family literacy students are expected to participate an average of four PACT hours (two facilitated and two unfacilitated) and two parenting hours per month while enrolled in family literacy.

Q: How often do I complete the [Child Education Checklist](#) to show progress?

A: Programs should complete the form only once per year to document improvement in the child component.

Q: Can a grandparent and grandchild enroll in family literacy if the grandparent is not the legal guardian of the child?

A: Yes, as long as the grandparent meets the eligibility requirements of a family literacy student. Eligible family literacy participants include at least one child between the ages of birth and 18 years and at least one adult who is responsible for the child's well being and who is consistently an influence on the child's development. The adult student must meet the eligibility requirements for participation in adult education.

Q: Can both parents enroll in family literacy with one child?

A: Yes. If both parents are participating in adult education and the other components of family literacy, both may be enrolled with one child.

Q: How many counties are providing family literacy in 2007-08?

A: A total of 100 counties opted to continue the provision of family literacy services.

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Funding

Q: How is county funding determined?

A: Starting in 2007-08, funding is based on the 2000 U.S. Census county-level data, 18 years and older without a high school credential.

Q: Is there a minimum funding level regardless of the census data?

A: Yes. Every county receives at least \$60,000 regardless of the census data for their county. Currently, three counties are funded at the \$60,000 minimum funding level.

Q: What services are funded by the core services grant?

A: Starting in 2007-08, the core services grant integrates funding for adult literacy, adult basic education, GED preparation/adult secondary education, family literacy, English as a second language, corrections education and workplace education into one single county allocation.

Workforce Alliance and English Language/Civics funding remain separate grants.

Q: Can my county use core services grant funding to provide adult education services to inmates?

A: Yes. Beginning in 2007-08, corrections education funding is integrated into the core services grant; therefore, corrections education students will count toward the county's enrollment goal.

Q: Can programs earn extra funding based on performance?

A: Yes. Beginning in 2007-08, Performance Funding consists of two parts – Program Performance Funding and Student Performance Funding. Based on performance, counties can be eligible for both Program Performance Funding and Student Performance Funding. County programs that are not eligible for Program Performance Funding can still qualify for Student Performance Funding for students achieving the outcomes described below.

Q: How does my program qualify for Program Performance Funding?

A: Program Performance Funding is nearly identical in definition to funding that was previously known as “incentives.” As in the previous incentive funding policy, NRS performance indicators are used to determine Program Performance Funding. The indicators are:

- Completing NRS educational levels (beginning literacy, beginning ABE, low intermediate ABE, high intermediate ABE, low adult secondary, ESL beginning literacy, ESL low beginning, ESL high beginning, ESL low intermediate, ESL high intermediate and ESL advanced)
- Entering postsecondary education/training
- Earning a GED

County programs must meet their enrollment goals and at least **70 percent** of NRS performance indicators to qualify for Program Performance Funding. As in the previous incentive policy, this means 70 percent of the levels or goals in which programs have students enrolled.

Q: How does my program qualify for Student Performance Funding?

A: Student Performance Funding provides a new opportunity for programs to increase their funding through specific student outcomes. Programs can earn Student Performance Funding for the following:

- Each GED attainment.
- Each family literacy student making a learning gain or earning a GED and meeting an average of four PACT hours (two facilitated and two unfacilitated) and two parenting hours per month while enrolled in family literacy.
- Students making multiple level gains.
- Each GED graduate transitioning to postsecondary education.
- Each Kentucky Employability Certificate (KEC) and Kentucky Manufacturing Skill Standards (KMSS) certificate attainment.

Q: Can KYAE funding be used for coffee and/or food?

A: Programs may use up to 0.5 percent of their core services grant for GED ceremonies and refreshments for student activities.

Q: Can instructional funds be used for lesson planning?

A: Yes. To provide quality instruction, it's appropriate for instructors to be allowed reasonable planning time consistent with instructional duties and numbers of students.

Q: Where can I find MUNIS codes?

A: MUNIS codes are posted on [KYAE's Web site](#).

Q: What is the state-federal split of KYAE funding?

A: The core services grant is 66 percent state funding and 34 percent federal funding in 2008-09. Professional Development and EL/Civics funding is 100 percent federal. Program and Student Performance Funding and Workforce Alliance grants are 100 percent state.

Q: Are limits on administrative funding based on the amount of funding expended or the amount of funding awarded?

A: The answer depends on the type of funding:

- For core services, the 15 percent limit is based on the *amount* of the grant award. This is a change for the 2007-08 fiscal year.
- For JRA and EL/Civics grants, administrative expenses are limited to 5 percent of the *expended* amount.
- For Workforce Alliance grants, administrative costs are not to exceed 10 percent of the *expended* amount. If an amount more than 10 percent is requested, a written justification must be provided.

Q: Is it permissible to use KYAE funds to purchase student incentives for retention purposes?

A: No, KYAE funds may not be used for this purpose. However, many adult education programs apply for national or local grants to cover the costs of various incentives for students – examples include gas cards, gift baskets and restaurant gift certificates. Many local businesses and organizations are also willing to donate items for such purposes.

Alternative funding sources identified by adult education programs include the following possibilities:

- Local Workforce Investment Boards
- Community banks
- [Dollar General](#) (Click on link for application information – deadline is March 4, 2008.)
- [Wal-Mart](#)
- Local United Way
- [Kentucky Colonels](#)
- [ProLiteracy National Book Scholarship Fund](#)
- Local jails
- Unions

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GED/OPT

Q: What forms of the OPT should be used?

A: There are seven forms of the OPT (PA, PB, PC, PD, PE, PF and PG) and all are accepted. However, KYAE discourages using Form PA English print because it is the version available for retail purchase. Please use the other six forms of English print and use PA only as a last resort or to relieve test anxiety. Spanish and audiocassette versions of the OPT are available only in PA.

Q: My student passed three parts of the GED. Does he have to retake the OPT?

A: A student should be retested on the OPT for any part of the GED not passed. The new OPT scores should demonstrate a higher level of knowledge before the GED is attempted again.

Q: Who administers the OPT for GED Secondary School students?

A: The school district is responsible for following the Kentucky Department of Education guidelines for the program and administering the OPT. Each school district will need to designate an authorized signature for the KYAE-6 form. KYAE-funded programs cannot administer the OPT to secondary students because the student is still enrolled in school.

Q: May a student come into the adult education center and request to take the OPT without enrolling?

A: Yes. A student does not have to enroll to take the OPT. The student taking only the OPT would be placed in the assessment only code. However, students should be informed that if they do not pass the OPT, they will need to enroll and demonstrate gains before retaking the OPT.

Q: May we fax/mail/e-mail a student's OPT test to another adult education center?

A: No. Only the scores may be sent to another center. The marked OPT answer sheet is secure material and should never be given out.

Q: State agency children and juveniles in detention are still enrolled in school. May we administer the OPT to these students?

A: These students are in the exception category of the regulation and can take the GED. Since Kentucky requires the OPT, adult education centers may serve these students as assessment only.

Q: What about home schooled students and GED eligibility requirements?

A: The withdrawal date for home-schooled students is the date the student withdraws from home school. Home school is treated like a private high school. The parent notifies the school district the student is being withdrawn from public school to enroll in home school. When home schooling stops, the parent needs to notify the school district the student is no longer being home schooled. This written notification from the home school to the local school district is the withdrawal date for purposes of GED testing.

Q: We have an exchange student/immigrant from another country. What documentation does the student need to take the GED test?

A: The student first must make a good faith effort to obtain proof he/she does not have a GED or high school diploma from the other country before being eligible to test. If documentation cannot be obtained, the student may take the GED.

Q: I have a student from another country. May the student use an interpreter/computer language conversion on the GED?

A: No.

Q: English is my student's second language. May the student receive an accommodation of extended time on the GED?

A: No accommodation can be made for English as a second language. Accommodations may only be granted for a disability. Native language is not a disability.

Q: My student is Hispanic and wants to take four subjects in English, but the LAW test in Spanish. Can he do this?

A: Students must take the entire test in one format, English or Spanish. Kentucky does not combine scores from two languages.

Q: If we offer the OPT in Spanish or French, how can we get the essay scored?

A: It is the program's responsibility to score the OPT, including the essay whether in English, Spanish or French. One possibility is to have a Spanish/French teacher directly translate the essay, which the program would then score.

Q: How can a non-English speaking individual register for the GED Tests using GED123.org?

A: GED123.org has the information page and demographic form translated into Spanish and French. Click the appropriate button at the top of the screen and a translated version will appear.

Q: We have a student who has GED scores from another state. What does the student have to do to finish the GED in Kentucky?

A: The student must meet the Kentucky eligibility requirements, establish an account on GED123.org, complete the demographic form to establish the Kentucky record and print a proof of registration.

At least a week prior to testing, the student will submit:

- Completed KYAE-6 form with OPT scores for any subjects the student will be taking in Kentucky.
- Official transcript of GED scores from the other state. (Kentucky does not have access to GED scores in other states.) Examiner will forward the transcript to KYAE for entry into the Kentucky database.

Q: A student passed the GED, but needs higher scores to satisfy the requirements of an employer. What can the student do?

A: With proof the employer requires higher scores, the student may retest. The proof needs to be presented at the time of testing so the computer will not reject the scores during the edit process.

Q: A student passed the GED, but needs higher scores to meet eligibility requirements for education/course/training. What can the student do?

A: With documentation the educational institution requires higher scores, the student may retest. The proof needs to be presented at the time of testing so the computer will not reject the scores during the edit process.

Q: A judge ordered a student to take the GED. The student is only 15 years of age. Can the student test?

A: No. GEDTS eligibility requirements set the minimum age of testing at 16. The judge's order does not supersede this requirement.

Q: A judge ordered a 16-year-old student to take the GED as soon as possible. The student has been withdrawn from school for one week. Can the student test?

A: The student still must pass the OPT test, but the judge's order supersedes the 90-day wait period. Adult education programs should provide local judges with the state and national eligibility requirements to take the GED.

Q: Why can't adult education centers provide students/employers/educational entities with GED scores from AERIN?

A: GED scores in AERIN are not official. KYAE mails students official scores. Copies for employers and educational institutions must be official scores from the GED database.

Q: Can scores from GED123.org be used for employment or entry into postsecondary education?

A: GED123.org scores are not to be used for official documentation of passing the GED. The student's official transcript mailed by KYAE or another copy requested from KYAE can be used.

Q: We want a GED test center in our county. How do we go about establishing a test center and who pays for it?

A: An adult education center may not be a test center, but testing by a qualified entity may take place at an adult education center. To discuss establishing a test center, contact BJ.Helton@ky.gov. There must be clear documentation of need and viability to support a test center. Test centers receive no state or federal funding. The sponsoring entity and the test fees maintain the test center.

Q: We want the GED test center in the next county to test here, but they want to charge or have a minimum number of examinees. Can they do this?

A: GED test centers receive no state or federal funds and are supported by test fee revenue and financial/administrative support of the sponsoring entity (board of education or community college). The main costs of a test center are the examiner's salary, test batteries, scoring fees, supplies and postage. The test center needs to ensure the test fees cover the costs. Testing a few examinees will not generate sufficient revenue to cover costs.

Q: A veteran asked if he could get his GED because he was in the service. Is this possible?

A: He cannot receive a GED; however, veterans of World War II, the Korean War and the Vietnam Conflict may receive a high school diploma from the local school district if they left school to serve in armed forces.

Q: When should a goal of GED be set? Can I wait until the student passes the OPT?

A: No. NRS states that the goal should be achievable within the program year. The goal should be set as soon as it is reasonable to think that the student can attain the goal. Waiting until the student passes the OPT to make it as a goal for the student is manipulating the goal-setting process.

Q: Should the student folder contain a copy of the student GED transcript?

A: No:

- For security reasons, programs should **not** keep a copy of the transcript in student folders. Students are provided an official transcript. Official transcripts, not copies, must be used for employment or postsecondary purposes. Additional official transcripts must be requested from KYAE.
- There is no NRS requirement to retain a copy of the transcript.

- An AERIN screen showing student scores and the ACE/GEDTS statement of passing scores is sufficient for audit purposes.

Q: A student's IEP indicates extended time, but the examiner did not provide extra time. Is the IEP sufficient for allowing an accommodation?

A: No. An IEP may be used as supporting documentation only. All GED testing accommodations must have documentation from a professional diagnostician indicating the disability, the functional limitation and the requested accommodations. Completed accommodation requests are submitted to KYAE for approval prior to testing.

Q: How does a GED graduate get a copy of GED results for employment or entry into postsecondary education?

A: The student must contact Kentucky Adult Education, not the test center. The official transcript is the document that proves GED attainment for employment or entry into postsecondary education. Go to the KYAE Web site, www.kyae.ky.gov, for instructions on how to make a request. There is a \$5 processing fee for a transcript request.

Q: How are GED graduates reported to the Kentucky Department of Education (KDE) for determining drop-out rates?

A: Students who leave high school but earn their GED by October 1 are not counted in a school's drop-out rate. Each year, KDE provides to KYAE a list of students who have dropped out; KYAE matches this list against students who have earned their GED by October 1 and reports the information to KDE. This protocol satisfies FERPA privacy concerns. Because of the state-level data match, release of information concerns, and lack of access to the official GED database, providers should refer school districts to KDE for this information.

Q: How do I access the GED testing calendar?

A: The GED testing calendar is on KYAE's Web site – [click here](#) or go to www.kyae.ky.gov, click on "Educators," then "GED," then the calendar link in the upper right-hand corner. The calendar provides the dates, time and scheduling information for public GED testing in Kentucky. You can find information by test date or location.

Q: How long are GED scores good?

A: Scores are good until the GED Testing Service™ changes the test, which last occurred in 2002. The next planned test change is 2011.

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Job Readiness Activities (JRA) Contracts

Q: What process should be followed to set up JRA classes in my county?

A: The process follows:

1. Make contact with the local Department for Community-Based Services (DCBS) office to discuss Job Readiness Activity (JRA) classes. The success of this program is dependent upon the partnership with the caseworkers and the referrals they make. At your initial meeting, make decisions on:
 - The process for making referrals from DCBS caseworkers to your program – by phone, mail or e-mail. Referrals need to occur prior to the start of each class (preferably two weeks in advance).
 - The number of classes to be held throughout the year.
 - Where the classes will take place. Classes can be held at the local adult education center, DCBS office, One-Stop center or other appropriate facility.
2. Intake information and all initial assessments shall take place prior to the beginning of each class. Possible locations for intake and assessment can be the adult learning center or the DCBS office. All students will be assessed in both reading and math on the D level TABE.
3. A minimum grade equivalency of 6.9 in reading is required to be eligible for JRA classes. Although the reading score determines eligibility, the student will be enrolled in AERIN on the lowest score, which may be either the reading or math score. (If a referred client scores above 11.9 in both assessments and has a high school diploma or postsecondary degree, they will still qualify for JRA classes.)
4. If the client does not qualify for JRA based on the 6.9 reading requirement, contact the caseworker to discuss placement options for the student. An option available is placement in a DCBS workplace employment program, requiring 30 hours per week of which 10 hours can be in an educational component. The client's educational component can be met by enrollment in adult education for reading instruction so that the student can achieve the 6.9 reading requirement to be eligible for the next available JRA class. These are local decisions to be made by the adult education program and DCBS caseworkers.
5. When clients qualify or are eligible for JRA, they participate in classes structured for 120 hours a month, an average of 30 hours per week.*
6. DCBS has asked that classes begin on the first work day of the month. Please use judgment when the first workday falls at the

middle or end of the week. DCBS requires four consecutive weeks of classes within the calendar month.

7. The required curriculum is the KET Workplace Essential Skills (WES) material. Attached is a monthly calendar for using each module of the curriculum. Adult educators may use additional resources to reinforce the concepts of the WES curriculum and the activities outlined by DCBS.
8. Job readiness activities shall include but are not limited to:
 - Workplace expectations including work behavior and attitudes
 - Building skills in interviewing and resume writing
 - Life skills decision-making and time management
 - Succeeding on the job and preparing for long-term personal development
 - Upgrading skills based on the Tests of Adult Basic Education (TABE)
9. Students should be assessed for progress after the first 60 hours of instruction and at the end of the 120 hour class.
10. Adult education students (not referred by DCBS) may participate in the JRA classes if they are eligible according to the TABE assessment (6.9 score in reading) and the DCBS economic guidelines. (Attached is the 200% Poverty Guideline chart to determine if non-referred students are eligible for JRA classes.)

*The only exception to 120 hours of attendance is for clients who have young children (DCBS will make this determination). DCBS requires these clients to participate only 80 hours a month or 20 hours a week; however, the student may opt to attend/participate 120 hours per month. Adult educators should encourage them to attend the full 120 hours to receive the maximum benefit of the program. For students who opt to attend only 80 hours, alternative plans should be made to ensure that the student is kept up to date with the rest of the class.

Q: Will a certificate be issued at the completion of the program?

A: Programs may make the local decision to issue a "certificate of course completion," but KYAE will not issue a certificate. KYAE encourages the use of the KEC, if applicable to the student.

Q: KYAE provided a calendar for instruction. Can the topics be mixed or swapped?

A: Yes. The calendar is to be used as a general guideline to help programs design their instruction. Instructors may, and should, use

professional judgment to add other resources as they deem necessary to provide quality instruction to their students.

Q: How many hours must JRA students participate?

A: Every student must participate 120 hours unless the Department for Community-Based Services (DCBS) tells you otherwise.

Q: Four weeks of classes are required. Must all four weeks be within a calendar month?

A: Yes. DCBS requires that all classes occur within the calendar month.

Q: Will KYAE offer training on the KET curriculum?

A: Regional training can be arranged by contacting your regional program support associate.

Q: Can my program purchase equipment, such as DVD players and video cameras for interview critique, mock interviews and practice?

A: All requests for such purchases must be pre-approved by DCBS. To request pre-approval, submit the following information to Melissa.Dickey@ky.gov: description of items, cost and a justification for the purchase.

Q: Is the \$9,000 in funding for only one class?

A: Not necessarily. The funds cover the costs of instructional salaries, so multiple classes may be funded by the \$9,000 allocation. This is a cost-reimbursable contract; therefore, programs will not receive funding if they don't incur the expense.

Q: Can JRA funds be used for a graduation ceremony?

A: No

Q: Can prep and instructor training time be paid for with JRA funds?

A: Yes. Instructional costs include class preparation.

Q: Is there a JRA MUNIS code?

A: Yes. It is 3818.

Q: My program can enroll non-DCBS-referred adult education students in JRA classes if they are within the 200% poverty scale. Does my program need approval from DCBS for these students?

A: No, DCBS does not have to approve these students. However, you class must have at least three DCBS-referred students before adding other students.

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Miscellaneous

Q: How long must I maintain student folders?

A: Student folders must be kept on file for three fiscal years. See the [KYAE Policy and Procedures Manual](#), p. 15. Example: In July 2008, providers may shred student folders from 2004-05, thereby retaining three full years worth of records – 2005-06, 2006-07 and 2007-08.

Q: How do I find the most recent policy manual?

A: The Kentucky Adult Education Policy and Procedures Manual is posted at www.kyae.ky.gov. Click on Policy link on the left-hand side. The electronic version of the policy manual is always the most up-to-date version and has the latest revision date on the cover. Program directors are notified by e-mail when policy changes are made.

Q: Can my program provide services in another county?

A: No. “Fiscal agents shall provide services only in the counties for which they have contracted.” See the [KYAE Policy and Procedures Manual](#), p. 4.

Q: Can I provide services in Spanish?

A: No. KYAE services must be provided in the English language. See the [KYAE Policy and Procedures Manual](#), p. 6.

Q: Can my program charge fees?

A: No. “County adult education providers shall not charge students or employers for instructional or other services that are covered by state and federal adult education funds.” See the [KYAE Policy and Procedures Manual](#), p. 4.

Q: How can I find out who does what at KYAE?

A: There are two different sources for information on the KYAE Web site. The [KYAE Staff Listing by Service Topic](#) is a cross-referenced, topical list of staff. [“Please allow us to introduce...”](#) provides more in-depth information about KYAE staff duties. New staff profiles are added monthly.

Q: What do I do with old/surplus equipment (other than computer equipment) purchased with KYAE funds?

A: Contact Terry.Pruitt@ky.gov or Faith.Cirre@ky.gov to let them know the item(s) ready for surplus. Some of these items may be useful to other KYAE programs. Items cannot be sold or raffled. For surplus computers, see below.

Q: What do I do with old/surplus computers purchased with KYAE funds?

A: Contact your county's regional program support associate to let them know the computer item(s) ready for surplus, and they will arrange to have the equipment transported to the KYAE offices. State requirements stipulate that all state-purchased computers be "cleaned" under specific standards and conditions to permanently remove all data.

Q: Where do I send the inventory list that is required to be submitted every year?

A: E-mail the list to Leah.Disponett@ky.gov.

Q: How do I report changes on program contact information?

A: Changes in adult educators' e-mail addresses, phone numbers or physical addresses must be reported to Tammy Powers at Tammy.Powers@ky.gov or (502) 573-5114, ext. 114, so KYAE databases can be updated. Changes must also be made in AERIN. Providers should also notify Tammy of leadership changes in their fiscal agents, for example, superintendents or college or university presidents. KYAE corresponds periodically with the agency heads by e-mail and/or letter and needs to maintain an updated list of agency heads responsible for the adult education grant.

Q: How do I report personnel changes?

A: Make revisions on your program's most recently submitted Budget and Personnel worksheet and send it to Leah.Disponett@ky.gov with a note regarding the personnel change. Changes must also be reflected in AERIN.

Q: What is KYAE's travel policy for providers?

A: "Local providers shall comply with the travel policy of their fiscal agent. Fiscal agents without a formalized travel policy shall use the [state travel policy](#)." See the [KYAE Policy and Procedures Manual](#), p. 43.

Q: Is homework countable?

A: See NRS definition of [contact and attendance hours](#). Study time outside the adult education center may be counted as contact and attendance hours with these conditions:

- It must be assigned by the instructor as an instructional activity.
- The instructor must document that the assignment or lesson was completed.
- The instructor must determine a reasonable and appropriate amount of time to record for the assignment or lesson.

Q: How can I find assistance in serving students with a hearing loss?

A: Adult education students with hearing loss may receive assistance through a KYAE partnership with the Center on Deafness and Hearing

Loss at Eastern Kentucky University and the Office of Vocational Rehabilitation (OVR), an Education Cabinet agency.

Cindy Downey, transition specialist at the Center on Deafness and Hearing Loss, will provide information relating to working with deaf/hard of hearing students, accessing interpreting services and financial reimbursement for interpreting costs. Adult education programs pay for the service and are reimbursed through OVR. Cindy can also provide information and answer questions about making classroom accommodations for deaf and hard of hearing individuals and working with interpreters in the classroom. Upon request, she will visit adult education centers to facilitate services.

Contact Cindy at (859) 539-2703 or Cindy.Downey@eku.edu.

[TOP](#)

New Framework for Adult Education

Q: My county wants to start operating a 12-hour program this year (2007-08). Can I wait until the student has 12 hours to enroll them in AERIN?

A: Do not wait until the student has 12 hours to enroll the student. As soon as students have instructional hours, they must be enrolled in AERIN. Students should initially be placed in AERIN's general status with demographic and assessment information but must be placed in "enrolled status" as soon as instruction begins.

During this transitional year, all programs are expected to be gearing up for the 12-hour model by focusing on intake, orientation, retention and outreach strategies that ensure all students reach at least 12 hours. The goal is to help all students attain at least 12 hours rather than waiting to see which students stay for 12 hours and enrolling only those students. Please remember that 12 hours is a **minimal** number of hours and the ultimate goal is to retain all students until they have met their educational goals.

Q: How many counties are providing family literacy in 2007-08?

A: A total of 100 counties opted to continue the provision of family literacy services.

[TOP](#)

National Reporting System (NRS)

Q: What is the NRS?

A: NRS is an acronym for the [National Reporting System](#). This is the federal accountability system for adult education programs funded through

the Office of Vocational and Adult Education, U.S. Department of Education. All students in an NRS program will be in an educational level and will be accountable for completing the level in which they enter.

Q. Which goals specifically relate to NRS?

A: Kentucky is held accountable for NRS core indicators – educational level completions, GED attainment, transition into postsecondary education, placement into employment, and job retention/advancement. NRS requires each state to negotiate performance measures in terms of a percentage to be reached for each core indicator.

[Link to NRS Frequently Asked Questions](#)

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